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DD/S 69-263/

MEMORANDUM FOR: Deputy Director for Support

SUBJECT   : Support Directorate Seminar (Problem Solving)

REFERENCE   : Memo dtd 3 Jun 69 to DTR frm DD/S, same subj.

1. Paragraph 3 of referent memorandum requests that we prepare a handout for SDS(PS) participants outlining some essential considerations/approaches to problem-solving and conference techniques.

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2. [   ] has prepared the attached text for your consideration. If it will serve the purpose, we will have it reproduced with an appropriate cover.

"Concur s /RLB
       10 June 1969"

25X

HUGH T. CUNNINGHAM
Director of Training

Att

DD/S Distribution:
 Orig - DTR w/att
    1 - DD/S Subject w/ccy att and background
    1 - DD/S Chrono

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GROUP 1
Excluded from automatic
declassification

SUPPORT DIRECTORATE SEMINAR (PROBLEM SOLVING)
FOR
GS-15s, GS-14s, AND GS-13s

Guide Lines for Successful Conduct
of a Problem-Solving Seminar

The Deputy Director for Support has brought you together as a problem-solving team, detached from your daily duties to work as peers in a productive effort under the direction of one of your members whom you have selected to be your Moderator. Since this is neither a training nor an orientation exercise -- other than to the extent that one learns by doing -- you are on your own. An OTR Coordinator has been designated to assist you administratively, and in the event you encounter any significant "hang-ups" of a counter-productive nature.

The Liaison Officer designated by the Office concerned with the problem you are studying is a resource person. His intimate knowledge of the problem -- or that of individuals he can reach by phone -- should be tapped for any missing data or details which bear upon the problem or need clarification. He is not a team member, and should not be permitted to influence the course of your deliberations.

As problem solvers you may think of yourselves as generalists, using the gift of common sense as opposed to any specialized knowledge or expertise in the problem area -- although you may possess this too. Think foremost of yourself, however, as a team man, an active participant and contributor to a group solution of the problem. The old adage of two heads being better than one still holds, and in problem solving there is ample proof that seven can succeed where two have failed. If you become wedded early in the game to but a single way of solving the problem, and take a win or lose stance accordingly, your contribution to the team product could come out minus one, at best; you could pull the whole team down, turn its approach into one of vote-taking and compromising when the truly productive process clearly calls for airing alternatives (the art of listening) before zeroing in on the one best strategy.

Selecting your strategy, or solution, should result from a threshing out of all alternatives, keeping the lines of communication and candor wide open, and not yielding to compromise for the sake of simply moving ahead or sparing sensitive feelings. Do not be trapped into discrediting the "loner" so long as his reasoning is sound; given their full say, responsible team-oriented loners have been known to swing the group to a position which at first blush seemed too far out for serious consideration but in the end proved to be a more penetrating analysis. Further, in the final analysis your definition of the problem may differ, even radically, from that of the Office in which the problem exists -- the Office itself, or sub-unit, could be too close to the forest to see the trees.

None of this is new to those of you who have participated in a Managerial Grid or Advanced Management (Planning) Seminar. You know the drawbacks to successful teamwork of

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intergroup conflict, wasting time in pointless argument, and
the danger of one man dominating the show to the detriment
of purposeful dialogue. For the benefit of all concerned, how-
ever, the above points are worth remembering, and the follow-
ing tips may serve to solidify your team effort:

10 Ideas for Solving Problems

1) Is there a solution to the problem? Not all problems
   can be solved. Don't expect to accomplish the im-
   possible;

2) Say it or write it down. Lay it out so that you can
   analyze its complications;

3) Define the problem positively. This optimistic
   outlook inspires a positive solution, both in your-
   self and others;

4) Have you forgotten anything? Don't let the omission
   of important data slow down your decision;

5) Get additional information. Research may bring out
   facts you've forgotten or simply don't know about;

6) Look for more than one answer. Are there alter-
   native solutions? If so, which is best?

7) Welcome new ideas. And give a new idea the oppor-
   tunity to prove itself;

8) Check your solution and check yourself. Evaluate
   your answers. Since you can't predict precisely
   how a solution will work, changes and corrections
   may be necessary;

9) Don't look for a perfect solution. Aim for the best
   you can get under the circumstances;

10) Rest your ego. If your problem involves others,
    give the others a chance to be right once in a while.
    Insistence on being right all the time only alienates
    people. Besides, infallibility is a tremendous
    burden to bear.

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With our apologies to your Moderator (So You're Chairing a Conference . . .), it takes more than a copy of Robert's <u>Rules of Order</u> and a gavel to chair an effective conference, especially when the conference is one of those problem-solving sessions involving a relatively small group where a good deal of give-and-take is desirable. Here are some basic principles:

1) Don't compete with group members. Wait until the others have finished before stating your views, or you will run the risk of influencing the free exchange of ideas;

2) Listen to understand, not to judge. Try paraphrasing each member's points to make sure everyone understands them;

3) Don't permit anyone to be put on the defensive. Don't let anyone shoot down poor ideas; they'll fall of their own weight. Don't let negative criticism inhibit creativity.

4) Use every member of the group. Encourage the quiet ones to contribute, but don't embarrass them. On the other hand, don't let the aggressive members dominate the session;

5) Keep the energy level high, the talk moving quickly, the humor lively;

6) Keeping notes on an easel pad is a useful way of showing that the discussion is making progress from point to point;

7) Don't try to manipulate the group. Members will sense this and resent it;

8) Should you tactically employ sub-groups to work on sub-parts of the problem, it's a good idea to switch the chairmanship from member to member.

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Finally, for group members who are not Grid graduates, the Grid is depicted at Tab A, showing managerial concern for production on the horizontal axis and concern for people on the vertical axis, and the range of possible interactions between them expressed on a 9-point scale, the value 1 representing minimum concern and 9 standing for maximum concern. Your problem-solving performance will be distinguished, we feel certain, by 9, 9 individual and group participation. Should you desire any elaboration of the Grid theory, your OTR Coordinator will be pleased to oblige at your Moderator's call.

It is widely acknowledged that people can be the competitive difference between companies. When organization members are highly committed to achieving challenging goals of productivity and profit, people *are* the competitive edge. Strong-willed men, however, have convictions which are bound to produce disagreement and conflict. What Grid theory a manager uses to resolve conflict is significant. Whether others maintain their commitment or whether they become disgruntled, hostile or apathetic depends upon the theory applied.

How to solve this kind of management dilemma is investigated in Grid Seminars. The diagram below summarizes the theories of management that are the basis of intensive study and personal inquiry during the Seminar.

Managers interested in studying their supervisory behavior and investigating ways of increasing their effectiveness will find the Grid Seminar experience gratifying and rewarding.

Grid Seminar purposes and learning techniques and a schedule of dates and locations of Managerial Grid Seminars for 1969 are presented in this brochure.

Other Seminars conducted by Scientific Methods, Inc.—the Presidential Grid Seminar, Grid Organization Development Seminars, and Grid Instructor Development Seminars—are described in detail in other brochures.
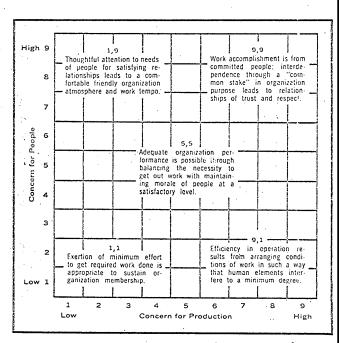
Information about all Grid Seminars and other activities of the company is available on request from Scientific Methods, Inc., Box 195, Austin, Texas 78767.

November, 1968

THE GRID

High 9	**1,9** Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.		**9,9** Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.
8			
7			
6			
5		**5,5** Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.	
4			
3			
2	**1,1** Exertion of minimum effort to get required work done is appropriate to sustain organization membership.		**9,1** Efficiency in operation results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
Low 1			

Concern for People

1   2   3   4   5   6   7   8   9

Low   Concern for Production   High

REGISTRY

FILE *Training 3*

DD/S 69-2459

3 JUN 1969

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MEMORANDUM FOR: Director of Training

SUBJECT   : Support Directorate Seminar (Problem Solving)

REFERENCE   : Memo dtd 23 May 69 to DD/S thru DTR frm C/Support
                   School/OTR, subj: Proposed Administrative Plan -
                   Support Directorate Seminar (Problem Solving)

1. I am pleased with the groundwork your Office has done on the administration of our proposed problem solving seminars. Referent paper is an excellent one; my compliments for a job well done.

2. I believe that the official title should be Support Directorate Seminar (Problem Solving). Your suggested schedule, locations and use of AM(P) instructors as OTR coordinators for the seminars are completely acceptable to me.

3. I would expect that many of the senior participants would have had the Managerial Grid. It occurs to me, however, that it might be useful to them - and certainly to those who have not had the Grid - if you could prepare a short two-or three-page handout for the seminarians outlining some essential considerations/approaches to "problem solving" and conference techniques.

4. I will prepare a memo for the Office Heads incorporating the suggestions made in your memo.

SIGNED R. L. Bannerman

R. L. Bannerman
Deputy Director
for Support

Distribution:
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         X - DD/S Subj w/Orig of Ref (DD/S 69-2445)
         1 - DD/S Chrono
         1 - SOS/DDS Chrono

SOS/DDS/JRP:lsm(28 May 69)

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DD/S 69-2445

23 May 1969

MEMORANDUM FOR: Deputy Director for Support

THROUGH   : Director of Training

SUBJECT   : Proposed Administrative Plan -- Support
                  Directorate Seminar (Problem Solving)

REFERENCE   : Memo dtd 16 May 69, to DDS Office Directors,
                  frm DD/S, subject, "Program for the Develop-
                  ment of Officers of the Support Directorate"

     1. The Support School (SUS) will be prepared to administer
the referent series of problem-solving seminars in accordance
with the guidance you have given us. In addition to establishing
and scheduling the seminar program, effecting the necessary
coordination with the Offices of the Support Directorate in the
preparation and distribution of problem materials, arranging
the pre-seminar briefings by the Offices concerned, coordinating
transportation, and making all arrangements for seminar-room
accommodations, billeting and meals [   ] the   25X1
SUS/Management Training Faculty will designate two of its offi-
cers as OTR Coordinators to serve jointly in liaison with the
seminar group to assist the group administratively or otherwise
during the course of its study.

     2. We interpret the role of Coordinator as not including
any responsibility for training the seminar participants in problem-
solving techniques or the techniques associated with conducting
a successful conference. We believe, however, that you would
want us to be responsive to any specific requests in this regard
from the Moderator, especially if he is one who has not partici-
pated in either a Managerial Grid or Advanced Management
(Planning) Seminar; given one or the other of these training expe-
riences, the Moderator should be able to keep the exercise pro-
ductively on target without prompting by us.

3. As to establishing the seminar program, we would now have you issue a second memorandum to the referent recipients summarizing developments to date and setting forth further specific guidance. Essentially, you would state that responsibility for the referent program will be shared by the Office Directors, the Support School, and your immediate Office.

4. The responsibility of each Office Director will be four-fold:

1) to nominate to the DD/S, through the DDS Senior Training Officer, seminar participants from within their central Offices (unless you decide to extend participation to other of their careerists serving in other Directorates)

2) to identify substantial problems existing within their own Offices and submit such problems in outline form to your Office for screening as to suitability for development as challenging problem-solving exercises of 2 1/2 to 5 days, or longer, of intensive seminar study.

    a) as to identifying substantial, but finite, soluble problems, the Office Director may choose to devise a questionnaire which would solicit recommendations from Branch Chiefs, or even subordinate levels

3) when called upon by O/DDS, to develop extensive background briefing materials on a given problem as handouts for a seminar group -- then be prepared to orally brief the seminar participants in advance of their study session, and designate an officer who has intimate knowledge of the problem to serve in liaison with the seminar group, either in residence with the group or at the call of the seminar Moderator

    a) as to the development of "extensive background briefing materials," these would include a statement of the problem, obviously, but, in every case, the history of the problem (how and why it came to be a problem, factors which militate against easy or arbitrary solution or a solution which might

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generate a greater problem, subsidiary problems --
or problems within the key problem -- and the
necessity (objective or goal) for getting on with
timely solution of the problem; in addition, organiza-
tion charts, T/O's, work-flow charts, and other
pertinent supporting documentation and problem-
oriented data will be included in kits to be furnished
each seminarian, and, finally,

4) to review the seminar group's written report of their
study, to include their recommendations for a course
of action to solve the problem under review, and to
sit, with the DD/S and other Support officers involved,
in judgment of the seminar group's oral briefing as to
their analysis and recommendations

    a)   it is not inconceivable, we recognize, that a given
problem may not be solved to the seminar group's
satisfaction within the framework of a 5-day session,
and, that, therefore, upon its return to Headquarters,
the group will be given DD/S permission to retain
its identity and pursue its study, under its moderator's
direction, until such time as it is adequately prepared
to address itself to the substance of a written report
and a defense of its recommendations.

    5. The responsibility assumed by the DD/S -- and the
O/DDS -- will embrace:

a) screening of problem outlines with the view to selection
of those which deserve careful and skillful development
as seminar exercises, thence alerting the Offices con-
cerned to proceed with development as suggested in the
preceding paragraph

b) developing within O/DDS of seminar problem-solving
exercises which may have broader intra-Directorate
impact than problems residing exclusively within a
given Office

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c) calling for timely nomination of a principal and an
alternate from each Office to participate in each
scheduled seminar, selecting the participants, and
notifying the Offices and selectees concerned as
well as the Chief, Support School

    1) as against established quotas of one participant
per Office, the DD/S may, at his pleasure, add
to any seminar group a participant from O/DDS
or SSS/DDS; it should be his practice, however,
to rule out all seminar "observers" other than
himself, the ADD/S, an Office Director or his
general Deputy

d) convening the seminar group, early in the week pre-
ceding the seminar session, for the purposes of his
personally briefing the participants as to the objectives
of the seminar and the requirement of a written re-
port and an oral presentation and their election of a
Moderator before the OTR Coordinator convenes the
group at 1300 hours on Wednesday of that week for its
Office briefing(s)

    1) it is essential that a Moderator be designated before
the first Office briefing if he is to be given any real
sense of his responsibility to generate full disclosure
during the briefing of the facts bearing upon the
problem -- and to determine whether he will want the
Office's Seminar Liaison Officer in residence with
the group or on call

    2) if a Wednesday afternoon briefing proves inadequate
for the purposes of the Office and/or the Moderator,
the briefing will carry over to Thursday morning;
if a second problem is on the seminar agenda, that
Office briefing will commence at 1300 hours Thursday,
and, if necessary, carry over to Friday morning;
all Office briefings will be conducted in conference
facilities provided by the Office concerned in order
to minimize the transporting of briefing charts and
other classified materials

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e) accepting the group's written report (due on the Thurs-
day following the Friday close of its session -- unless
he has extended the group's tenure --) and sharing the
report with the Office Director concerned, and, finally,

f) appointing an hour and setting for the group's briefing
session and designating the individuals who will attend.

6. As to the responsibilities of the OTR Coordinator, these
can be recapitulated from paragraphs 1 and 2 above.

7. Your memorandum should also announce the Seminars
schedule so far as we can set it at this time. First, however, you
will want to christen this program: Support Directorate Seminar
(Problem Solving) is good, self-explanatory terminology, to our
way of thinking, unless the shorthand version, SDS, sickens you
for some reason -- in which case you could opt for SSS(PS), Support
Services Seminar, or some other title. Recognizing that each
seminar group will comprise officers of equal grade, we would
catalog these seminars as follows, subject to any revisions you
decide to make:

SCHEDULE (1969-1970) OF
SUPPORT DIRECTORATE SEMINAR (PROBLEM SOLVING)
FOR
GS-15s, GS-14s, and GS-13s

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GRADE	DATE	LOCATION
GS-15	24-29 Aug 1969	
GS-14	14-19 Sep 1969	
GS-15	5-10 Oct 1969	
GS-14	19-24 Oct 1969	
GS-14	14-19 Dec 1969	
GS-13	11-16 Jan 1970	
GS-15	15-20 Feb 1970	
GS-13	22-27 Mar 1970	
GS-15	12-17 Apr 1970	
	or	
	19-24 Apr 1970	
GS-14	17-22 May 1970	
GS-14	21-26 Jun 1970	

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GRADE	DATE	LOCATION
GS-13	16-21 Aug. 1970	
GS-14	27 Sep. - 2 Oct. 1970	
GS-15	4-9 Oct. 1970	
GS-14	15-20 Nov. 1970	
GS-14	13-18 Dec. 1970	

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8. The above proposed schedule assumes (a) that we have more GS-14s than GS-15s to accommodate and (b) that in these first 16 sessions you mean to reach a few GS-13s, that is, before calendar 1971. What this schedule suggests, furthermore, is that we all have our work cut out for us if we are to get underway in mid-August with a truly worthwhile program. We need a sizeable stockpile of solid problems to feed into these sessions rather than continuing to rework the same problems. If there are significant live Office and Directorate problems -- rather than simply "school problems" -- to be studied, this program can provide an effective mechanism for getting them out in the open and reduced to workable solutions. While certain problems may profit by exposure to more than a single seminar group, I think it would be a mistake, once a seminar solution is adopted, to treat that problem as though it were still a "live" issue.

9. The above schedule is keyed deliberately to coincide with our schedule of Advanced Management (Planning) seminars. Accordingly, we would use the AM(P) instructors as OTR Coordinators for the co-located problem-solving seminars of the Support Directorate. We would have complete separation of the two groups, of course, but a central OTR support coordination team

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available at all times to both groups. ⬚ when the AM(P)
⬚ d hold
⬚ At
⬚ we would use Classroom 11 for the SDS(PS) and the Coordinator(s), who concurrently would be running the AM(P), would be based in one of the nearby ⬚ Thus, the OTR Coordinator would be available to the SDS(PS) at all times for administrative and liaison support without being personally involved in the SDS(PS) any more than necessary to serve the purposes of the Moderator and/or his liaison designees. We believe that this is the way you visualize our role as well -- on call, but in no way performing a training function or pre-empting the Moderator's prerogatives. Moreover, there is not a full-time

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function for an OTR Coordinator, once the SDS(PS) is underway; nor could we afford to detach a Management Training Faculty (MTF) member for this purpose and still offer anything like the number of SDSeminars made possible by co-location with AM(P) activity; and, we believe you should have these seminars coming up with this degree of frequency if you mean for the program to be a purposeful means of developing cadres of effective problem-solvers within the Offices of the Support Directorate.

10. For the past year, _____ have been our only MTF instructors, spending 20 weeks at _____ or _____ conducting the AM(P) and Management Grids. We cannot run a Grid and an SDS(PS) concurrently because both instructors usually are circulating in Grid group and team rooms and there is little dead time. In the AM(P), however, there is a minimum of circulation and for the most part the instructors remain in the general session room; thus the AM(P) general session room would serve as the "command post" for the SDS(PS), and, while one of the two instructors might be on the platform at a given time, the other would be in the rear of the room and could join the SDS(PS) session at any time he was invited to do so. In fact, our instructors would welcome this opportunity to be more active during an AM(P) day, and evening -- should the SDS(PS) carry its sessions into evening hours.

11. This co-location arrangement also would put less strain on our _____ hosts. As against having to make special billeting, feeding, and "happy hour" arrangements for the 7 SD Seminarians, they could be treated in these respects simply as members of the larger AM(P) group. We're certain _____ would prefer it this way, and we believe the SDS participants would enjoy mixing with members of the larger group during the social and mealtime hours. They will see enough of each other in a week of problem-solving confinement. Whereas the AM(P) starts at 1600 hours on Sunday, we would want to plan on the SDS(PS) starting at 1000 hours on Monday and having our undivided administrative attention in getting off to a smooth start. Both groups would break mid-afternoon on Friday.

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12. If you are in general agreement with this plan, we shall appreciate your early advice to the Office Directors -- again urging that they immediately begin identifying the work problems which will be the heart of the whole program.

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Chief, Support School
Office of Training

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